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ABSTRACT

A 3-part teaching unit acquaints secondary students with election procedures and with the issues surrounding the 1984 presidential election. While designed to accompany an educational television series on the 1984 election produced by Albany Educational Television (AET), materials may also be used independently and adapted to other elections. Part I, "Election Awareness," contains four activities. A voter fact sheet explains the different types of elections and voter registration procedure. A crossword puzzle reinforces election vocabulary. Four role playing situations provide students with practice in using election vocabulary and in registering to vote. In the final activity, students complete a voter registration form. Part II, "Becoming an Informed Voter," contains three activities to acquaint students with sources of information on election issues and to help them identify issues of concern to them. The two activities in part III, "The Voting Process," familiarize students with additional vocabulary and the mechanics of the voting machine. For each activity, teachers are provided with goals, procedures, and answer keys. A posttest is provided. (LP)

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ED249145

WE, THE PEOPLE, CHOOSE

Teaching Activities to Supplement AET '84 Presidential Election Videotapes

- ELECTION AWARENESS
- BECOMING AN INFORMED VOTER
- THE VOTING PROCESS

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Bureau of Curriculum Development and Division of Continuing Education • Albany, NY 12234

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WE, THE PEOPLE, CHOOSE

Teaching Activities to
Supplement AET '84 Presidential
Election Videotapes

- ELECTION AWARENESS
- BECOMING AN INFORMED VOTER
- THE VOTING PROCESS

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FOREWORD AND ACKNOWLEDGMENTS

On Tuesday, November 6, 1984, all eligible U.S. citizens who are registered to vote will have the opportunity to choose whom they wish to represent them in government. However, many will fail to exercise this right, and, unfortunately, the record shows that the majority of those who fail to vote are the undereducated and unemployed. Yet, these citizens too need political advocates who will represent their interests on just such issues as education and employment in addition to housing, health care, transportation, and a myriad of other concerns that determine the well being of us all.

This teaching activities guide, *We, The People, Choose,* and the videotape it supplements, have been designed to be used by instructors of adult basic education to encourage their students to register to vote, to obtain information about the candidates and issues of the '84 Presidential election, to make responsible decisions, to cast their ballots, and to accept and work with the results of the election. Indeed, if the government of the United States is going to remain "of the people, by the people, and for the people," then we, the people, — all the people — *must* choose.

Many individuals have made valuable contributions to the development of this curriculum. John Tracy, Director of Continuing Education, City School District of Albany, arranged for the staff of Albany Educational Television to produce the videotape. Members of the staff of AET involved were Deborah Clark, writer and producer; John Allen, writer and narrator; Deborah Cardarella, writer and narrator; and Thomas Le Clair, video technician.

Mary Saraceno, Niskayuna Public Schools wrote the teaching activities supplement. The scripts for the videotape were reviewed by Jacob. I. Hotchkiss, Associate, Bureau of Social Studies Education; Robert Reilly, Associate, Center for Learning Technologies; and Sally H. Webb, President, League of Women Voters, Albany County. Spanish adaptations of portions of the videotapes were written and narrated by Celia Mora, Assistant Director, Adult Education Resource Center Glassboro, New Jersey. Part III of the videotape was narrated by Alan D. Saunders.

George K. Tregaskis, Associate, Bureau of Curriculum Development, coordinated the entire project.

Graphic design services were provided by the Center for Art & Design. The cover and format were designed by Pat Mulligan, artist/designer.

The videotape, *We, The People, Choose* consists of three parts: Part I, Election Awareness; Part II, Becoming An Informed Voter; and Part III, The Voting Process. A copy of the videotape is available at a cost of $40.00. Make checks payable to Regents Research Learning Technologies Fund, and forward them, along with a self addressed label to:

New York State Education Department
CLT Media Distribution Network & Computer Training Labs
Cultural Education Center, C-7 Concourse Level
Albany, New York 12230

Please specify the desired format: 3/4", VHS, or BETA.

Because the focus of the tape is on the '84 Presidential election, and, because the final day to register to vote in this election is October 13, it is strongly suggested that the tape be secured as soon as possible — certainly no later than September 15.

Additional copies of this teaching activities supplement may be obtained by sending a request and self addressed label to George K. Tregaskis, Bureau of Curriculum Development, Room 314-F ED, New York State Education Department, Albany, New York 12234.

Further assistance in offering this program may be obtained from the Division of Continuing Education and/or the League of Women Voters Citizen Information Service whose toll free telephone number is 800-462-6204. Local Election Board locations may be determined by phoning the New York State Board of Elections (518-474-6220) or your local library.

CONTENTS

	Page
Foreword and Acknowledgments	iii
Part I: Election Awareness	1
Activity I.A: Voter Fact Sheet 1	2
Activity I.B: Crossword Puzzle	4
Activity I.C: Role Playing	7
Activity I.D: Voter Registration	10
Part II: Becoming An Informed Voter	14
Activity II.A: Voter Fact Sheet 2	15
Activity II.B: What Are The Issues?	19
Activity II.C: What Issues Are Important To Me?	21
Part III: The Voting Process	25
Activity III.A: Voter Fact Sheet 3	27
Activity III.B: Ballot Bulletin Board	29

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PART ONE: ELECTION AWARENESS

Generalizations developed in this section are:

1. In order for a democracy to function, people must use voting as an expression of their opinions on issues.
2. There are two major political parties, Democratic and Republican. Examples of small parties include Conservative, Liberal, and Right to Life.
3. To vote, a person must be:
   a. Eighteen years old on or before election day.
   b. A citizen of the United States.
   c. A registered voter.
4. People can register to vote in person or by mail. They must reregister if they change their address or political party. If they have not voted in four years, they must register again.
5. In a primary party, members select a candidate to run in a general election. In a general election, all registered voters regardless of party affiliation, choose candidates for public offices.
6. Important voting dates include:
   October 9, 1984 — Postmark date for registration.
   October 13, 1984 — Registration Day
   November 6, 1984 — Election Day

The four teaching activities in this unit are:

A. Voter Fact Sheet 1
B. Crossword Puzzle
C. Role Playing
D. Voter Registration.

These activities are not sequential. Therefore, the teacher may choose to do all, several or only one, depending on time and/or student interest. However, in order to effectively act the role playing situations, the students may need reinforcement of vocabulary and facts presentated in the videotape. Therefore, the Voter Fact Sheet 1 activity should proceed the role playing activity.

Activity I.A: Voter Fact Sheet I

The goals of this activity are to:

1. Reinforce the vocabulary and generalizations introduced in the videotape, Part I: "Election Awareness."
2. Encourage the students to discuss the facts presented in this videotape.

Distribute Voter Fact Sheet 1 and complete it as a classroom activity. In particular, discuss the pros and cons of registering as a party member. For interest, poll the class as to whether they will choose to register as a party member or not. Do *not* ask them to identify the party of their choice. Be aware that some students may already be registered with a party.

Voter Fact Sheet I

Circle the correct word or words in the parentheses.

1. **Why vote?**

   In order for a democracy to work, we must have leaders who represent our (hobbies, interests).

2. **What are the political parties?**

   The two major political parties you can vote for are (Communist, Republican) and (Labor, Democratic). Smaller political parties are made up of people who are (satisfied, dissatisfied) with either of the two major parties. In New York State, the three smaller political parties are (Republican, Conservative), (Liberal, Hispanic), and (Democratic, Right to Life).

3. **What are the different types of elections?**

   PRIMARY ELECTIONS

   Winners of this election run in the (general, party) election.
   Only (party, paying) members vote in these elections.

   GENERAL ELECTIONS

   (Winners, Officials) of this election serve in office.
   In this election, (all registered, only absentee) voters choose whomever they like regardless of what party they belong to.

4. **Why register as a party member?**

   By registering as an (American, Independent) voter, you do not have to join a political party. But you can then vote only in the (primaries, general elections).

5. **How do you become a registered voter?**

   To register to vote, you must be (16, 18) years of age.
   To register to vote, you must be a (citizen, resident) of the United States.
   To register to vote, you must have been a resident of your voting district for (30, 60) days before the election.
   To register to vote, you must (pay a fee, fill out a voter registration form).

6. **Do I ever have to register again?**

   Reregistration is necessary if you have not voted in the last (4, 6) years.
   Reregistration is necessary if you changed your (address, job).
   Reregistration is necessary if you want to change the (party, church) you belong to.

7. **What are the important dates for voting?**

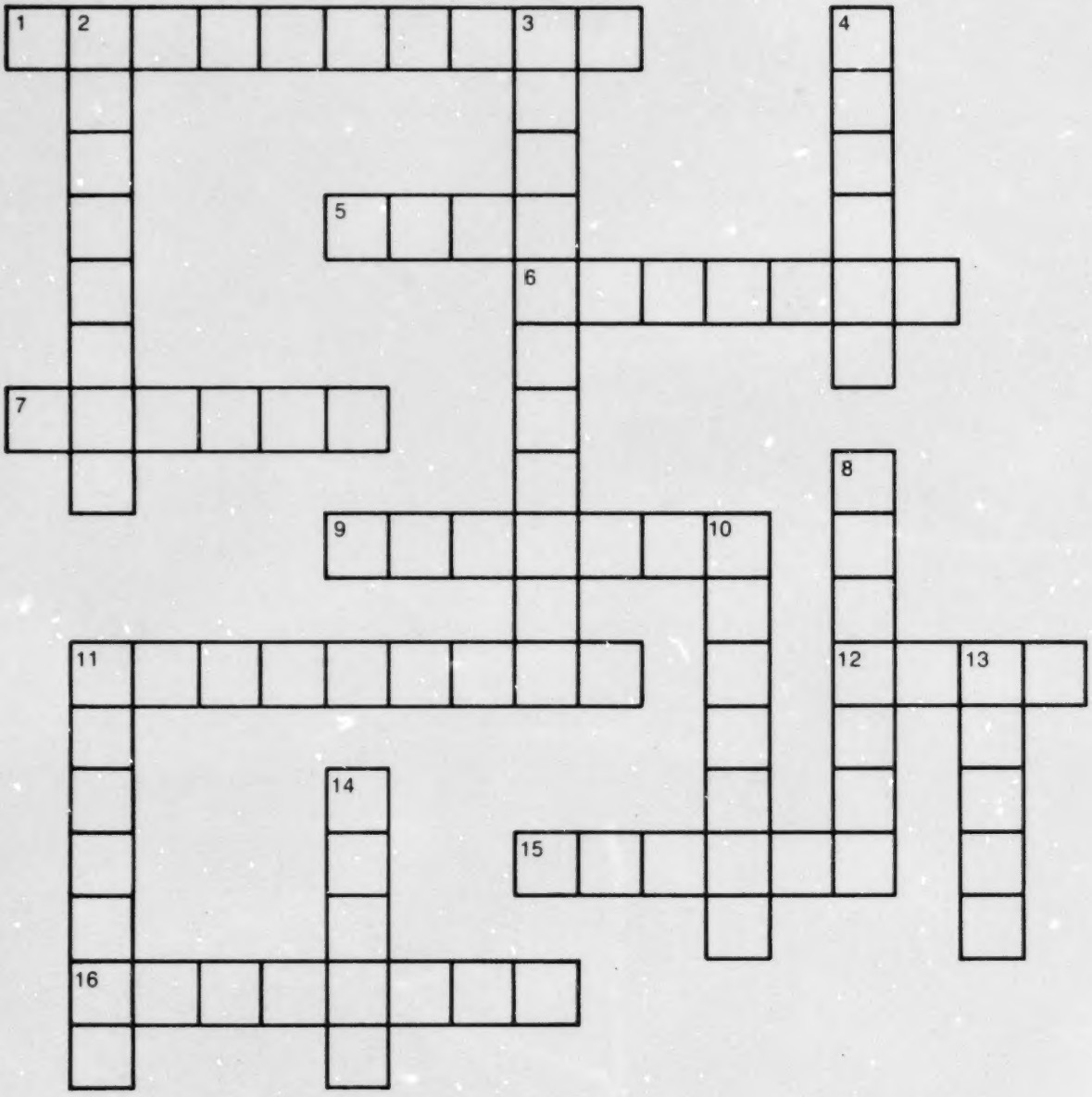
   In 1984, the registration form must be postmarked by (September, October) 9.
   In 1984, you may register in person on October (8, 13).
   Election day in 1984 is November (5, 6).

Activity I. B: Crossword Puzzle

The goal of this activity is to reinforce the vocabulary and generalizations introduced in the videotape, Part I: "Election Awareness."

Distribute the crossword puzzle and have the students complete it as a classroom, small group, or independent activity.

1984 Presidential Election Crossword Puzzle



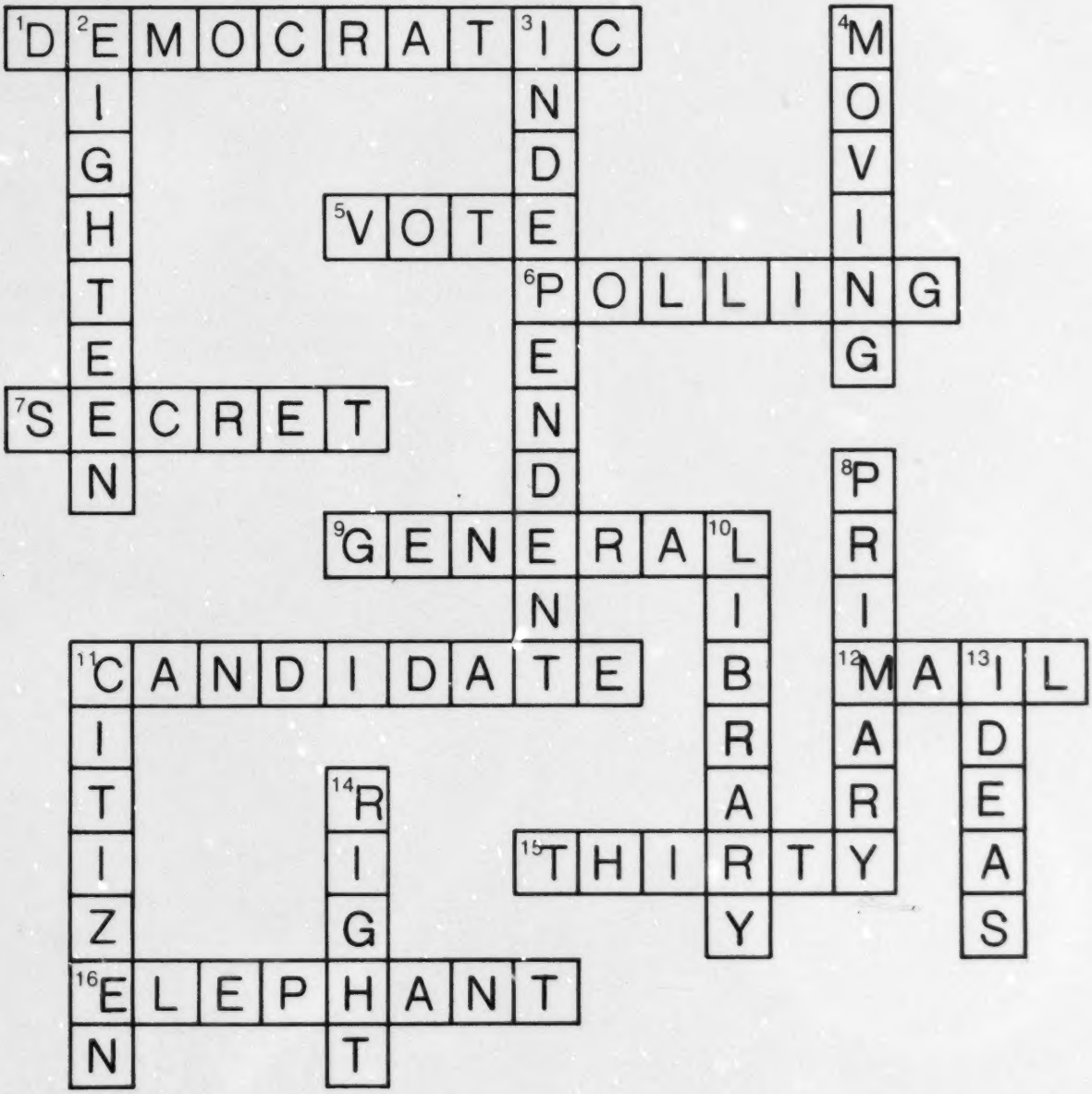
Across

1. A party which has a donkey for a symbol.
5. In a democracy, everyone should _____.
6. You vote at your _____ place.
7. All voting is kept _____.
9. In a _____ election, voters choose a candidate from several political parties.
11. A person who runs for office.
12. Register to vote in person or by _____.
15. You must live _____ days at your residence before the elections in order to vote.
16. The Republican Party symbol.

Down

2. The youngest age to vote.
3. A registered voter who does not join a party.
4. When _____ to a new address, you must reregister.
8. Only party members can vote in this election.
10. A place to pick up voter registration forms.
11. You must be a United States _____ to vote.
13. Voting allows us to express our _____.
14. Voting is a democratic _____ .

1984 Presidential Election Crossword Puzzle
(Solution)


1 D 2 E M O C R A T 3 I C 4 M
I N O
G D V
H 5 V O T E I
T 6 P O L L I N G
E E G
7 S E C R E T N
N D 8 P
9 G E N E R A 10 L R
N I I
11 C A N D I D A T E B 12 M A 13 I L
I R A D
T 14 R A R E
I I 15 T H I R T Y A
Z G Y S
16 E L E P H A N T
N T

12

Activity I. C: Role Playing

The goal of this activity is to provide the students with practice in using the vocabulary and applying the generalizations learned in viewing, the videotape Part I: "Elections Awareness."

Situation I focuses on qualifications for voting, situation 2 focuses on voter registration, and situation 3 focuses on voter reregistration.

Three students are needed for each situation; two students to assume the given roles and a third to announce the backgrounds and dilemmas.

Situation I: Qualifications for voting

Background:

Carlos has been living with his relatives since arriving from his native country of Nicaragua just six months ago. He is not an American citizen. He is curious about the voting process in this country.

Juan, Carlos' brother, became a naturalized citizen of the United States six years ago.

Dilemma:

Carlos asks his brother the following questions and Juan provides answers.

- Why do you vote?
- Will you be penalized for voting?
- Is your vote secret?
- Can I, Carlos, vote?
- What's a ballot?

Note:

Juan must explain the qualifications for voting, and convince Carlos that voting is a privilege of a democratic society and will be done in secret. He must also explain what might be on a ballot, and why Carlos cannot vote at this time.

Situation 2: Voter registration

Background:

Jenna Lee, a 25-year-old naturalized citizen, moved to her present address one year ago and has never voted.

Metta is a co-worker with Jenna Lee and is a registered voter.

Dilemma:

Metta must encourage Jenna Lee to vote and explain to her the procedure for registering. She must answer the following questions which Jenna Lee asks:

- Why do I need to register to vote?
- Where can I go to register?
- When do I register?
- Is there a voter registration fee?
- Do I need to bring anything with me when I register?
- How do I register?

Situation 3: Voter reregistration

Background:

Maria is the third generation of her family to be born in the United States. She has recently moved in with her mother, Rose, who has not voted in five years. Maria voted in the last election and wishes to vote again this year.

Maureen, a friend of Maria's, is very active in voter registration.

Dilemma:

Maureen must encourage Rose to vote, explain to Maria and Rose why they must reregister, provide them with instructions for reregistering, and answer Maria's questions:

- Why is it necessary to reregister?
- What are the ways to reregister?
- What are the deadlines for voter registration?
- Does my mother have to reregister? If so, why?

Maureen must also explain that voter registration is the only way we can have fair elections. It prevents people from voting more than once or voting under the name of someone who has died. It also is the way to join a political party.

Activity I. D: Voter Registration

The goal of this activity is to provide the students with an opportunity to complete an actual voter registration form.

Practice registration forms are included on the following pages. Actual registration forms are available at the Board of Elections. Distribute actual voter registration forms and complete them as a classroom activity. Note the following:

- All information must be printed.
- Blue or black ink must be used.
- Asian students sometimes write their family names first and their given names second. For example, a person by the name of Wong Mei-Wah will enter Wong (the family name) in the first box labeled "Last Name" and Mei-Wah (the given name) in the second box labeled "First Name."
- Have a listing of local zip codes on hand. These can be obtained from phone books or the post office.
- Not all boxes must be filled in; e.g. "Jr. or Sr." or "Village."
- If necessary, practice with students how to write their birth dates numerically; e.g., *4/6/50*.
- When indicating sex, "M" or "F" is sufficient.
- Approximate students' heights or provide an experience to measure students' heights.
- The day before this activity, tell any naturalized citizen to bring his or her naturalization papers to class. (See the fifth line of the form.)
- Read the square, "Enrollment," making sure students understand the choices. Be objective in your presentation of this information. Caution students to mark only one square.
- Read the square, "Affidavit," providing an explanation for legal terms.
- Student must sign the registration form in *two* places: under the affidavit and on the reverse side in the box next to the arrow.
- No marks should be made outside the heavy black lines (front side). This is for official use only.
- Discuss the back of the registration form indicating how and when this will be used.

MAIL-IN VOTER REGISTRATION FORM

Form 153—Rev. 1977

APPLICATION FOR REGISTRATION AND ENROLLMENT BY MAIL

INSTRUCTIONS FOR APPLICANTS
(Read Instructions Carefully Before Filling Out Form)

1. Application must be signed in two places—once on front and once on back, opposite arrow.

2. The applicant must be a citizen of the United States, 18 years old on or before the next general election and a resident of the county to which the application is made.

3. If your county of residence is different from pre-printed address on reverse side, cross out address and substitute with appropriate address from above listing.

4. The completed application must be **received** by the county board of elections not later than the 30th day before the next following general or special election in order to qualify the applicant to vote in such election.

5. Applicants who have previously registered do not need to reregister unless they have moved or failed to vote at least once in a November general election during two successive years.

6. An applicant has the right to appear personally at his county board of elections to register during the period of central registration.

7. Enrollment in a political party is optional but if the applicant wishes to vote in a primary election of a political party he must be enrolled in that party. Failure to check one of the boxes in the Enrollment section of the application shall be construed as a desire by the applicant to be unaffiliated.

8. The application of a new registrant who enrolls in a political party must be received by the county board of elections not later than the 60th day before a primary election in order to qualify the applicant to vote in such election except that a person who did not possess the qualifications to vote at the preceding general election may submit his application up to 31 days before a primary election.

9. A person who is registered and who moves within the State of New York may transfer his registration and enrollment by completing this form. Applications must be received by the county board of elections not later than the 31st day before a primary election in order to qualify the applicant to vote in such election.

10. A person who is already registered from his present address may change his party enrollment by completing this form. Such change must be made not later than the 31st day preceding a general election in order to qualify the applicant to vote in the next following primary election. (a change between non-affiliation and party affiliation is considered a change of enrollment)

11. If additional assistance or information should be required, please telephone one of the boards of election listed above.

It is a Class E felony for any applicant to procure a false registration or to furnish false information to the boards of election.

ABSENTEE VOTING

In order for a person to be eligible to receive an absentee ballot for a general, special or primary election he must be on the day of such election sick or physically disabled or away from the county of his residence because of business or vacation.

If you desire an absentee ballot application form, please check the box below.

Primary ☐ General ☐

This is not an application for an absentee ballot.

If you wish application sent to an address other than below please note address.

NAME _____

ADDRESS _____

_____

_____

FOLD UP ON PERFORATION FIRST

THIS WILL BE YOUR PERMANENT RECORD—PLEASE PRINT OR TYPE CLEARLY IN BLUE OR BLACK INK

Last Name	First Name	Initial	Jr. or Sr.	Name and Address of Employer

RESIDENCE ADDRESS

No.	Street or Road	City or town, zip code	Mailing address if different	Village

Date of birth	Sex	Height	Color of eyes	Telephone No. (if listed)	If Apartment Dweller			Length of time at residence		
					Rm. No.	Floor No.	Apt. No.	Years	Mos.	Days

Did you previously vote in New York State? Yes ☐ No ☐ If yes, complete following line.

In what year did you last vote at a General Election in this State?	Did you register under your present name? Yes ☐ No ☐	If not, under what name did you register?	Did you then reside at your present address ____ If no, previous address— Street ____ City or Town ____ County ____

Born in U.S.A.? Yes ☐ No ☐ If no, complete following line.

Naturalization papers Own ☐ Mother ☐ Spouse ☐ Father ☐	Number on papers	Date of papers	Court	City and State	Name of person to whom issued

ENROLLMENT

If you wish to enroll in a political party, check the party of your choice:

☐ Democratic ☐ Republican
☐ Conservative ☐ Right to Life ☐ Liberal

☐ I do not wish to enroll in any political party.

☐ Transfer my present party enrollment to my new address (See Instruction No. 9)

☐ I am herewith changing my enrollment (See Instruction No. 10)

AFFIDAVIT

"I affirm that the information provided herein is true and I understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall subject me to the same penalties for perjury as if I had been duly sworn."

Signature or Mark of Applicant Date

Witness to Mark (only if applicant is unable to sign) Date

FOR OFFICIAL USE ONLY

Serial No.	Last Name	First Name	Initial	Jr. or Sr.	Street address	City or town	Ward	E.D.

FOR OFFICIAL USE ONLY

Ward or A.D. | Election District

Date of reg.

Cancellation

Date ____

Reason 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Other Remarks

Democratic Registrar

Republican Registrar

ALSO SIGN ON REVERSE SIDE

BEST COPY AVAILABLE

APPLICANT

Sign your name in box opposite arrow. Make no other entry on this side.

YEAR	MONTH	IF PAPER BALLOTS ARE USED		IF TWO MACHINES ARE USED MACHINE DESIGNATION	MACHINE PUBLIC COUNTER NUMBER	SIGNATURE OF VOTER	INSPECTORS INITIALS
		NO. ON BALLOT					
		DELIVERED	VOTED				
22							
21							
20							
19							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
REGISTRATION SIGNATURE ⇨							

CHALLENGED DATE															
ASSISTED DATE															

ENROLLMENT AND CHANGE OF ENROLLMENT

ENROLLMENT NUMBER	DATE	PARTY	REMARKS	INITIALS OF BOARD MEMBERS

PART II: BECOMING AN INFORMED VOTER

Generalizations developed in this section are:

1. There are many sources to be used when obtaining information on elections. These include the media, printed news, League of Women Voters, etc.
2. All information on elections must be analyzed carefully to ensure accuracy.
3. Informed voters should have acquired a basic knowledge about the issues, examined their own beliefs about the issues, and compared their beliefs to those of the candidates before selecting a candidate.

The three teaching activities in this section should be used in proper sequence: A, B, and C. Vocabulary and concepts developed in succeeding activities are built on those introduced in the preceding activities.

The three activities are:

A. Voter Fact Sheet 2
B. What Are The Issues? (Issues worksheet 1)
C. What Is Important To Me? (Issues worksheet 2, 3, 4)

Activity II. A: Voter Fact Sheet 2

The goals of this fact sheet are to:

1. Develop an understanding of the vocabulary and generalizations introduced in the videotape, Part II: "Becoming an Informed Voter."
2. Serve as a reference for other activities in this section and for personal use outside the classroom.

Distribute Voter Fact Sheet 2 and complete it as a classroom activity.

Note: In discussion of questions 5 and 6, phoney issues may include such things as candidate's age, marital status, or religion. Name-calling might include terms such as racist, bigot, or chauvinist. As the election date approaches, more capable students might consult the editorial page or political cartoons (found in newspapers) to identify other examples.

Voter Fact Sheet 2

Use the words in the right hand column to fill in the blanks in the left hand column.

1. Sources of information about the elections:

A. Printed news

- _____ _____
- _____ (within a newspaper)
- _____ _____
- _____
- _____

B. Media

- _____
- _____
- _____ _____

C. League of Women Voters

- _____ on candidates' issues
- _____ or list of elected officials
- Mailings of local political _____ (sponsored)
- Toll free _____ for voter

D. Firsthand information

- town _____ and _____ meetings
- political _____
- _____ between candidates

editorials
rallies
phone number
television
magazine articles
radio
political
directory
newspapers
debates
campaign literature
council
newsletters
C-SPAN (cable network)
profiles

Complete the following:

2. Before analyzing candidates and their views, each of us must answer certain basic questions. List some of these questions in the spaces below.

_____

_____

_____

3. Some important issues in this Presidential election are:

_____

_____

_____

_____

Discuss the issues listed above and then rank them, placing a 1 in front of the issue most important to you, etc., down to 4 being the least important.

4. We must be critical of campaigns which appeal to emotions without focusing on the facts. Emotions commonly appealed to are:

_____

_____

5. Misleading words or phrases or political name-calling are techniques sometimes used by political candidates. An example of this is "racist." List below and discuss with your classmates any that you have heard used by the 1984 Presidential candidates:

_____

_____

_____

_____

6. We must beware of candidates who create phoney issues in order to cloud or avoid the real issues. An example of a phoney issue is: the candidate's age. List below and discuss with your classmates any phoney issues that you have heard used by the 1984 Presidential Candidates:

_____

_____

_____

_____

7. We must be careful about unfavorable literature published by special interest groups contrary to a candidate's views and public record.

In the sentence above, "contrary" means:

_____

_____

_____

On the other hand, literature and advertisements paid for by a political party or its candidate will be slanted in that candidate's favor.

In the sentence above, "slanted" means:

_____

_____

_____

The most objective information available is published by the League of Women Voters.

In the sentence above, "objective" means:

_____

_____

_____

8. Polls play an important role in an election, but there are certain questions to be asked about any poll.

Use the following words to fill in the blanks of the five questions below.

long ago sponsored interviewed

randomly How many

Who _____ the poll?

Who was _____?

Were the people _____ selected?

_____ _____ people were interviewed?

How _____ _____ was the poll taken?

Activity II. B: What Are The Issues?

The goals of this activity are to:

1. Identify major issues of the 1984 Presidential election.
2. Identify and develop understandings of the impact issues can make on a student's life.

Distribute and complete the following worksheets with the students. Publications from the League of Women Voters, campaign headquarters of each candidate, and school magazines such as "Scholastic Update" (February 17, 1984, Vol. 116, No 12) may be used to focus on other issues.

Issues Worksheet 1

Directions

In the column on the left, list issues which are important in this election year. In the column on the right, give examples of how these issues could affect your life. Examples have been provided to start you thinking.

Issue	How does the issue affect me?
Women's rights	1. I'm employed. If I become pregnant, will I lose my job? 2. I want to apply for a job that is usually done by men. Do I have a chance of getting it?
Abortion	1. The government paid for my sister's abortion. If I need one in the future, will they pay for it?

Activity II. C:
What Issues Are Important To Me?

The goals of this activity are to have the students:

1. Clarify their opinions of the issues of the 1984 Presidential election.
2. Identify the Presidential candidates' views on these issues.
3. Compare their views and the candidates' views.

Issues Worksheet 2 gives three examples of important political issues. In the fourth example only the issue is stated. Have the students complete the wording of this example and place their initials accordingly. Background to issues for this activity can be obtained from such sources as the League of Women Voters or campaign headquarters of the candidates.

The number and type of issues will depend on current events and the background of the students. Blank exercises (Worksheet 3) have been provided to be used at the teacher's discretion to extend this activity.

Issues Worksheet 2

Below are issues important in the 1984 Presidential election. Put your initials in the box over the statement that indicates your views on these important topics.

Arms Control

☐	☐	☐
Less money should be spent on the development of nuclear weapons.	Keep arms control as it is today.	More money should be spent on the development and production of nuclear weapons.

School prayer

☐	☐	☐
Prayer should be allowed in schools.	A moment of silence should be allowed in schools.	Prayer in schools should not be allowed.

Women's Rights

☐	☐	☐
More effort should be made to pass the Equal Rights Amendment and other legislation.	New laws, other than Equal Rights Amendments, should be passed to help women.	Much has been done to help women, and efforts should continue.

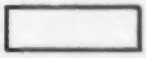
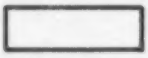
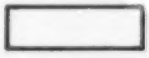
Welfare Programs

☐	☐	☐

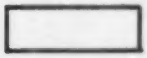
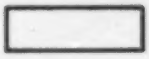
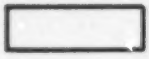
Issues Worksheets 3

Develop your own Issues Worksheet following the format on Issues Worksheet 2.

Issue: _____

Issue: _____

Issues Worksheet 4

Fill in the 1984 Presidential candidates' names.

List important issues in this election in the first column. In the next three columns, state the candidates' views on the issue. Then go back to Worksheet 2 and 3 and write in the intials of the candidates' names, indicating what their views are on the issues. Decide which candidate has views most similar to yours.

Issue	**Candidate** _____	**Candidate** _____	**Candidate** _____

PART III: THE VOTING PROCESS

Generalizations developed in this section are:

1. All voters should learn how to use the voting machine.
2. A responsible voter should understand voting procedures which allow for an orderly and impartial method of casting votes.
3. There are special voting provisions for the handicapped.
4. Voters can still express their views after election day by joining political parties, writing letters to elected officials, attending rallies, and participating in community action group activities.

This section includes two teaching activities. The two activites are:

A. Voter Fact Sheet 3
B. Ballot Bulletin Board

These activities are not sequential. The teacher may choose to do both or only one depending on time and/or student interests. All materials are not included in this booklet. Contact with the Board of Elections is needed for Activity B.

Activity III. A: Voter Fact Sheet 3

The goals of this fact sheet are to:

1. Develop an understanding of the vocabulary and generalizations introduced in the videotape, Part III: "The Voting Process."
2. Serve as a reference for other activities in this section and for personal use outside the classroom.

Distribute Voter Fact Sheet 3 and complete it as a classroom activity.

Voter Fact Sheet 3

Circle the correct word or words in the parentheses.

1. Where do you vote?

You will be notified by the Board of Elections, by (phone, mail) as to the location of your polling place. If you (move, change citizenship) you must reregister to vote.

2. What is an absentee ballot?

An absentee ballot allows you to vote in any special, primary, or general election. An absentee ballot is an (official, practice) ballot to be used by someone who cannot go to the polls. You can use an absentee ballot if you are (disabled, voting for another person).

3. How do you get an absentee ballot?

An absentee ballot can be obtained by (mail, going to the Board of Elections, writing to the Presidential candidate.)

4. What is a ballot?

A ballot is an official list of (candidates, propositions, amendments, referendums or bond issues) which is mounted on the voting machine.

A candidate is (a person running for office, an election official).

A proposition is (a proposal to do something, a law).
An amendment is (a way to vote, a change in the state or Federal Constitution).

A bond issue is (a proposal to borrow money for something, a military budget).

There are two forms of ballots used in New York State. These are (vertical and horizontal, English and Spanish).

5. What are some important facts about voting?

Use the following words or phrases to complete the sentences below:

three write in same
secret blind party's

If you are _____, a friend or relative may help you vote. You have _____ minutes to vote. You do not have to choose candidates from the _____ party when you vote. Even if you register with a particular party, you do not have to vote for that _____ candidate. You can _____ a candidate's name if it does not appear on the ballot. Remember that your vote is always recorded in _____.

6. What are some other ways to get your ideas heard besides voting?

Use the following words or phrases to complete the sentences below:

action group newspaper
phone calls letter
petition political party

There are other ways to get our ideas heard besides voting:

Write a _____ or make _____ to elected officials.

Write a letter to an editor of a local _____.

Circulate a _____.

Join a _____ _____ or a political or community _____.

7. **Below are a list of things you must do when you go to vote. Put them in order by placing a 1 on the line indicating the first thing you do and ending with 5 for the last thing.**

_____ Pull the large handle in front of you to record your vote and open the curtain.

_____ Pull levers to vote for your choices.

_____ Sign your name on the poll card.

_____ Ask for help before you enter the voting booth if you are unsure as to how to use the machine.

_____ Enter the voting booth and pull the large handle in front of you to close the curtain.

8. **Below are two types of ballots. State whether each is horizontal or vertical and where each ballot is used.**

President	Vice President	Senator	Congressional Representative
Party A	Party A	Party A	Party A
Party B	Party B	Party B	Party B
Party C	Party C	Party C	Party C

Type of Ballot: _____ Where this is used: _____

President	Party A	Party B	Party C
Vice President	Party A	Party B	Party C
Senator	Party A	Party B	Party C
Congressional Representative	Party A	Party B	Party C

Type of Ballot: _____ Where this is used: _____

Activity III. B: Ballot Bulletin Board

The goals of this activity are to:

1. Reinforce the students' understanding of vocabulary and generalizations introduced in the videotape, Part III, "The Voting Process."
2. Develop the students' awareness of the organization of the two types of ballots used in New York State.

For this activity, it is necessary to obtain an absentee ballot from the local Board of Elections. A student completion sheet for the final activity is provided at the end of this section.

Fix the absentee ballot to a bulletin board and work through the following steps as a class activity. Then work through the student completion sheet with the class.

____1. Color all the candidates running in the same party the same color.
____2. Make a key on the bulletin board.
____3. Label the party and color completed in # 1 on the key.
____4. Choose a new color and follow the directions for #1 for candidates running for each party. Label the key.
____5. Repeat #4 for all the parties, being sure to label the key for each office.
____6. If there are any amendments, referendums, bond issues, or propositions on the ballot, color them with colors not already used and label the key.
____7. Color the "write-in" area if it appears on your ballot. Label this on the key.
____8. If space permits, color each party symbol the same as on the key.

Student Completion Sheet

1. How many different political parties are represented in the ballot?

   _____

2. How many different offices are up for re-election this year?

   _____

3. Are there any persons running for office as candidates of more than one party? _____. If so, what are the parties and what is the office?

   _____

   _____

   _____

   _____

4. Is your ballot horizontal or vertical? _____

5. A write-in vote is: _____

   _____

6. What happens if you write in the name of a candidate already listed? _____
   _____ When you open the write-in slot, can you change your mind and vote for a candidate already printed? _____

7. Are there any amendments, propositions, bond issues, or referendums to be voted for this year? If so, what are they?

   _____

   _____

   _____

   _____